

27plmc313D

PROGRAMME:-

10:45. A conveyance will leave Windermere.*

11:30-1:30 Conference

AGENDA

- (1). An Educative Syllabus -what are the essentials of?
How far possible in Elementary Schools ?
- (2). A common Curriculum for schools of all classes for children under 14.
- (3). English History as the pivot upon which a liberal Curriculum should turn.
- (4). The free use of books as making such a Curriculum possible.
- (5).The relief to teachers which should accrue from the use of books.

1:30 Luncheon-(after luncheon there will be an opportunity to inspect books,examination papers,etc, illustrating the accompanying pamphlet which perhaps _____will be good enough to read in advance).

4pm Tea.

4:30 The conveyance will leave Scale How.*

* By Mr Wynn Williams' kind arrangement.

17p2cmc 313D

A Conference organised by Mr Wynn Williams H.M.I. was held by the invitation of Miss Mason at the House of Education Ambleside on Saturday December 9th.

The Conference was summoned to consider the following Agenda with a special view to adopting, if possible, in schools of various classes a method of Education by Books ^(+Thompson) which has for some 15 years been worked with excellent results in connection with the Parent's Union & known as the Parent's Review School.

AGENDA

- (1). An Educative Syllabus -what are the essentials of?
How far possible in Elementary Schools?
- (2). A curriculum for Schools of all classes for children under 14.
- (3). English History as the pivot upon which a liberal Curriculum should turn.
- (4). The free use of books by children as making such a curriculum possible.
- (5). The relief to teachers which should accrue from the use of books.

Invitations were sent to Heads of Schools & others living near Ambleside with a pamphlet- Suggestions towards a Curriculum - (& a copy of the agenda) setting forth the methods to be discussed.

The chair was taken by Mr Wynn Williams (who expressed the regret of Mr Gilkes, Dr England & Miss Crowpper who were unable to be present.

The following schools were represented-

PUBLIC ELEMENTARY SCHOOLS- Misses Satterthwaite (Bowness),
Sheard (Kendall), Roberts (Ambleside), Stevenson (Appleby), Messrs
Longton

The Chairman congratulated the Conference on its representative character & said that as they had come to hear the views of an expert on education they could not do better than begin at once with the first clause of the Agenda.

Miss mason said it was a great pleasure to her that so many had accepted her invitation to discuss a matter which ~~deeply~~ concerned all who had ~~real~~ education at heart. She said that Education had been placed on a different footing since the publication of Suggestions to the teachers of Elementary Schools by the Board of Education - a quite epoch-making publication.

The scheme she was about to suggest was ~~xxx~~ on these very lines [✓] but was not a new one: it had been working with success for 15 years. The question was now, not who was interested in the new Suggestions, or even who thought them valuable, but who would ~~definitely~~ take up a method which ^{we must get to know} the presence of the chairman indicated, would meet the views of the Board.

An Educative Syllabus - what are the essentials of ?

The object of Education was to enable for complete

living & also to ^{have} joy in living. The absence of joy in living & fulness of living is one cause of many evils which we have to deplore. The problems of the unemployed, of drunkenness, of standing at street corners, & would not press so heavily upon us could ~~we~~ we make Education open the door to a fuller life.

Now the foundation of all this ^{was} the ~~reading~~ ^{habit} & this habit must be formed in schooldays & in schoolhours for it ~~would~~ not be formed afterwards. This habit of studious & connected reading must be got in the History & ~~the~~ Literature & other lessons of which there ~~would~~ be more to say later.

The next item of an Educative Syllabus was Nature-study together with that foundation of 'common information' which Huxley ^{says} ~~tells us~~ should be the preparation for Science.

Art should be taught by brush or charcoal, not by pencil. A method of Picture-Talk was also described.

Physical Culture included Hygiene, Physiology, & Physical Drill.

Moral Culture should be of a kind to give a child some Self-knowledge & some power of Self-direction.

Handicrafts should ~~all~~ be based on a course of Cardboard Sloyd.

The Chairman summed up the features of an Educative Syllabus.

- (1). History & literature (including one or more languages)
- (2). Nature Study, Science (including Mathematics)
- (3) Art.
- (4). Handicrafts.
- (5). Physical & Moral Culture:—

It was agreed that all this was attempted in Elementary Schools. Mr Snow said he was obliged to give much time to Latin ~~instead~~ but would willingly give more time to such subjects as had been discussed.

^{How far can the syllabus be made applicable to Elementary Schools?}
 Mr Tipper—Very little science can be taught in Elementary Schools, some little Chemistry perhaps; the older Botany was purely scientific, the modern teaching was Nature-study + some scientific teaching; he did not think pure Science essential.

Mr Lister—Scientific teaching might be impossible on account of ^{the} poverty of school.

Mr Stewart—Elementary might be very useful in common life (a telling example was given).

Mr Bentley—the matter should be discussed from what should be, not from what is.

Miss Sheard—Scientific ^{teaching} came into many subjects.

The Chairman - a specialised form of science teaching should not be ~~included~~ in the curriculum of ordinary Elementary School; the technical & Secondary School should take up Science.

Mr Gardiner - with the approval of the chairman, Nature - study should be enough for the ordinary Elementary School.

The Chairman - Miss Mason agreed ~~in~~ in the advisability of not having Scientific ~~teaching~~ that required much apparatus. Mr Hook - all the apparatus necessary for elementary lessons on Electricity could be provided for 1s.

Physical & moral Culture

Mr Lister - The Moral Education League issued a syllabus to all managers & teachers in Kendal but the paper was laid aside because moral teaching was taken in connection with Bible Lessons.

Miss Sheard agreed with this.

The Chairman - Mr Wynn Williams spoke of the futility of moral abstract lessons.

Miss Mason, in agreeing, was glad to hear that Westmorland teachers were not above the Bible, & would use the book as better than an oral lesson - yet it was necessary to help children to understand their own nature & responsibility.

Mr Tipper did not approve of a Syllabus of moral Teaching.

Miss Reynolds - it ~~is~~ well to have a lesson on morals in immediate connection with school life once a week. History & Literature afforded illustrations in Morals. Religious instruction was divided

~~into~~ into two parts historical & devotional.

Mr Snow dwelt on the importance of the teacher's example.

Miss Mason agreed with those who condemned preaching. *but thought that*

Children ought to know something of their own nature. *to give them the power of self-direction*

Mr Snow - This should be done individually.

As regards the applicability of the Syllabus to Elementary Schools,

Miss Mason - all children have the desire for knowledge but it is very often destroyed at school. *to examine it*

How ~~can~~ *could* narration be managed in Standard 7? Could he utilise Standard 7? *be utilised?*

It was agreed that some such syllabus could be adopted in the Schools of Westmorland.

The Chairman - Miss Mason's suggestion ~~is~~ *was* that the Curriculum for all schools should be alike to 14, should include History & the other subjects discussed *what then the*

The difficulties of Co-ordination *would* disappear.

Miss Warren - it was difficult to deal with children from Elementary

Schools; they know no Latin, French or Mathematics. ~~Miss M. Reynolds~~ ^{French} ~~was~~ ^{the one language} ~~that could~~ ^{not} be postponed.

^{has} Mr Stewart - A Conference ^{is} necessary between Elementary & Secondary Teachers.

Miss Mason - Literature & History are the crucial subjects. Should not these afford the common ground?

^{The Chairman} Mr Williams - more time should be given to Literature & less to Arithmetic. Mathematics should be treated as one.

Miss Mason - time would be saved by the free use of books because there would be no need for Spelling lessons, or Composition Lessons & ^{few} Corrections. ^{There would be few}

^{The Chairman} - 'history the pivot of instruction' in what way?

Miss Mason - children ^{should} read the literature of, ^{or} illustrating the ^{history} period studied - Art also ^{may} be made ^{use of} - the children ^{do} original illustrations ^{also} the geography ^{might} ^{studied} in connection with the history period.

^{was} The Chairman - there ^{is} a general prejudice against making History the pivot of instruction - until a few years ago neither history, nor geography were taught in Elementary Schools & many people still thought with Herbert Spencer that History & Literature were only employments for leisure hours, but the ideal plan would be to divide the study hours equally between the scientific & humanistic studies.

Mr Stewart - how ^{could} books be obtained?

Miss Mason - ^{could} ~~can~~ children in Elementary Schools contribute 1d a week in the lower classes & 2d a week in the upper?

The average cost ^{is} £1 a year for all books but it might be reduced to 5s a year for Elementary Schools

Mr Lister - agreed but found great difficulty because Education ^{is} ~~was~~ becoming so costly - the rate-payers ~~cannot~~ ^{could} be expected to pay. ^{Some parents would not pay, others would.}

Miss Mason - Probably the Educational Authorities would supply text-books & copies of all books for the teachers' use.

Mr Bentley - 75% perhaps could buy in this way but there might be difficulties in collecting the money.

^{Mr Fuller} - there was no difficulty 20 years ago in getting as much as 14s a term besides the school fees but it would not be so easy now. If an example were once set, even in one school, others would ^{follow}. There was a good library in Crasmore & many children were great readers.

Mr. Tipper thought that the Education Authority already spent much on education but that the personal possession of a book was education that it would be a good thing for the parents to pay something towards the cost of education as the ^{education} ~~ration~~ fell very lightly on many.

Mr. Mason parents willing to ~~would not be paying~~ for the possession of a book ~~but~~ ^{they would take it as a different matter if in its use?}

Mr. Stewart would this affect the Savings Bank?

The Chairman would the local authority take the lead?

Mr. Tipper thought that the local authority would be willing to meet schools in the matter.

The Chairman - asked if anyone was willing to undertake the scheme suggested by Mr. Gardiner.

Mr. Jackson & Mr. Stewart agreed to do so.

Mr. Gardiner considered that teaching with these lines

Cardinal would be a pleasure. ^{This principle} ~~was proposed~~ ^{was proposed} by Mr. Digby, seconded by Mr. Stewart & passed by Mr. Tipper.

Mr. Mason in return thanks said what pleasure it gave her to meet those who had had real education so much at heart that Mr. Conyngham was a denial of the statement sometimes heard that teachers were not an open-minded class